

School to Work Program: 2008 Regional Report

Moving towards a whole school career development approach

Region: Western Sydney

School Program Priorities

What were the five key priorities for the School to Work (STW) Program in your region in 2008? (Dot points only)

1. Continue with the RAVE program. 2. Increase awareness of enterprise learning strategies utilised across schools. 3. Engage students at risk of disengaging through successful career programs. 4. Support Transition Adviser strategy, Career and Transition team strategy, Career Search. 5. Support faculty implementation of STW across curricula.

What are the top five intended priorities for the STW Program in your region in **2009**? (Dot points only)

1. Streamline programs offered through RAVE and strengthen the outcomes. 2. student career path planning strategies. 3. Engage and strengthen STW initiatives across the regions SSP's. 4. Continue building partnerships for enterprise learning across the region. 5. Build capacity using STW concepts and connected classroom technologies.

Summarise other sources of funding schools have used to complement the STW Program in your region?

Regional STW allocation. School Global budgets LCP program funds- adopt-a-school P&C funds Local, Federal & State government allocations.

Do your schools include School to Work in their school management plan?

Yes 56 No 1

Student Participation

Student numbers by year group	7	8	9	10	11	12
Total school cohorts (Term 4, 2008)	7002	7002	6949	6926	5482	4858
Number of students participating in the STW program - total	575	819	4289	6417	4397	5457
Number of students participating in the STW program - %	8.21%	11.70%	61.72%	92.65%	80.21%	112.33%
Number of indigenous students participating in the STW program - total	63	79	237	236	105	82
Number of indigenous students participating in the STW program - %	0.90%	1.13%	3.41%	3.41%	1.92%	1.69%
Number of LBOTE students participating in the STW program - total	73	107	1104	1828	1548	1706
Number of LBOTE students participating in the STW program - %	1.04%	1.53%	15.89%	26.39%	28.24%	35.12%
Number of students with disabilities participating in the STW program - total	72	76	256	298	175	156
Number of students with disabilities participating in the STW program - %	1.03%	1.09%	3.68%	4.30%	3.19%	3.21%

Number of students in school undertaking the following:

Student numbers by year group	7	8	9	10	11	12
BOS Work Education Syllabus	30	43	706	512		
BOS Work Studies Syllabus					92	66
BOS Work & the Community Life Skills Syllabus					152	116
Career Education classes	133	668	2043	5451	644	544

Comments by Region about Student Participation

The % involvement of school cohorts has increased across all years in 2008- perhaps a positive reflection on the raised profile of STW and support of school executive. A focus in WSR in 2009 is to increase the participation by indigenous students in the STW program through Real Game initiatives. The increase in the participation rate of LBOTE students could be a direct reflection of R.A.W.

Planning Transition Pathways

Supporting students to develop confidence in self-managing their career and transition planning

Using the DET online *Student Pathways Survey* to improve student career development programs

- a) Did your schools deliver the *Student Pathways Survey* in 2008? y 7 n 50
- b) Which year group(s) accessed the *Student Pathways Survey* in 2008?
- | 9 | | 10 | | 11 | | 12 | |
|-------------|----|-------------|----|-------------|----|-------------|----|
| Yes 8
49 | No | Yes 6
51 | No | Yes 4
53 | No | Yes 3
54 | No |
- c) Summarise for what purpose(s) did your schools use the *Student Pathways Survey* in 2008?
Schools utilised the survey as an evaluative tool for careers education strategies. A very small percentage of schools accessed it, so further work from Region needs to be done to highlight the positive planning aspects for schools and the value of student efficacy.
- d) Did your school access the *Student Pathways Survey: School Report* in 2008? y 8 n 49
- e) If yes, summarise for what purpose(s) your schools use the *Student Pathways Survey: School Report* in 2008?
School report guided staff over quantified student responses to gauge needs and act as supplementary data for counselling students during the Subject Selection process. The Principal has used the results to assist with curriculum expansion opportunities and advertising of alternate vocational learning experiences.
- f) Summarise the support schools requested to ensure effective use of the *Student Pathways Survey* and its *School Report*?
I.T support as there is ongoing issue with students inability to retain their passwords as well as hardware challenges. Further training in the implementation of the survey and also in its relevance to the school for planning and evaluating curriculum as well as ongoing self development of students.

Students' articulation of a career and transition plan

Student numbers by year group	9	10	11	12
g) Estimate how many students can articulate a career and transition plan - total	2369	5467	4221	4739
h) Estimate how many students can articulate a career and transition plan - %	34.09%	78.93%	77.00%	97.55%
i) Estimate how many students have a written career and transition plan - total	1145	4840	2887	4120
j) Estimate how many students have a written career and transition plan - %	16.48%	69.88%	52.66%	84.81%

Supporting student career and transition planning

- k) Indicate the approaches your school uses to support individuals to articulate a career and transition plan:
- | | |
|--|---|
| 55 Career counselling | 8 Student Pathways Survey |
| 48 Employment Related Skills Logbook &/or Logbook online | 56 Interviews with teachers |
| 55 Workplace learning | 51 Access to electronic career planners eg. myfuture (My Guide) |
| 13 Real Game Series | 38 Other |

Supporting the career and transition confidence of students in identified groups(If you have no strategies for for a particular group please indicate N/A in the box)

- l) What strategies or programs has your school used to build the career and transition confidence for students with a disability?
Transition meetings; access to LINKs programs; SVET and TVET access for students with a disability- appropriate curriculum negotiated; Job Coaches; Work placement opportunities negotiated and continuous work experience opportunities as part of curriculum; liaison with Disability Support Services; use of the student support version of the STW Logbook. Learning Support Teams.
- m) What strategies or programs have the schools in your region used to build the career and transition confidence for students who are from LBOTE?

The R.A.W (Ready.Arrive.Work) program offered through Jobquest for refugee students- 55 Yr 10 students; 21 yr 11, 5 yr 12 students participated- highly valued. Specialist Job Network seminars including seminars aimed at including parents in the building of career and transition plans. Individualised Transition Planning using appropriate personnel. Utilisation of Migrant Centres as appropriate.

- n) What strategies or programs have the schools in your region used to build the career and transition confidence for students who are ATSI?

Intensive and targeted career support meetings; attendance at specialised career markets and expos aimed at ATSI students; use of indigenous career speakers; specialist mentors available to all ATSI students; liaison and support for indigenous traineeships and apprenticeships; providing access to indigenous employment agencies; Uni and TAFE days with an indigenous specific focus.

- o) What strategies or programs have the schools in your region used to build the career and transition confidence for students who are at risk of leaving school early?

Students identified through various school processes- counselling process intensive and personalised. Participation in R.A.V.E programs whose aims are to reengage students in learning (COPE program); locally designed courses supported by LCP initiatives- eg: 'Build a Moke'; targeted seminars through LCP C&T initiatives; attendance at 'Try-a-Trade' days, 'Bridging the Gap; Youth pathways seminars.

- p) What strategies or programs have the schools in your region used to build the career and transition confidence for students in other identified groups? (eg. Boys, girls, GATs)

WSR schools accessed Girls career seminars operated through Enlighten and organised through the R.A.V.E program- very highly sought after. Expansion into Boys career workshops will be sourced in 2009. Localised school programs such as 'Men at Work'; Enterprise Learning activities such as participation in ABW, 'Solar Boat Challenge' (LCP initiative); Mentoring programs- Grt8 Mates, e-mentoring

Teachers trained as Transition Advisers to provided targeted support for student transition planning

- q) Number of schools that have a Transition Adviser (who completed the 4 day training in Sydney)

y 5 n 52

- r) Summarise student group(s) targeted by the Transition Advisers in your region?

Student groups targeted include students at risk of disengaging from school, refugee students, Year 11 Leavers

- s) Summarise key strategies or activities the Transition Adviser uses to support student transition in your region.

Individualised support from Transition Adviser to assist in building resumes and developing employment related skill recognition. The role of the Transition Adviser was to link students with support programs operated by outside agencies and from within DET- R.A.V.E- and to act as liaison and student support person.

Comments by Region about Planning Transition Pathways

A stronger and more comprehensive support mechanism for Transition Advisers needs to be established across the region. Formalised networking opportunities will be started. Links between Transition Advisers and Career and Transition Teams in schools need to be highlighted and explored. The RAVE program will continue in 2009 with a priority being Boys careers workshops.

Exploring Career Futures

Providing students with access to people, opportunities and a variety of media, which assists them to process information about work, education and training options.

Students accessing electronic career information to support their pathways planning

- a) Which electronic career information resources are being used in your school?

Websites

51 <i>myfuture</i> website	23 CAS (Careers Advisory Service) website
10 Logbook online	50 Tertiary institutions (Uni, TAFE, Private providers)
49 Jobsearch	49 Job Guide
40 Job Juice	8 Ozjac
1 Career Voyager / JIIGCAL	6 Career Builder
42 Industry Specific	3 None
27 Favourite websites (other than those above)	

Teachers accessing electronic career information to support students in their pathways planning

- b) Do Careers Advisers have ready access to the internet for career information support to students? y 57 n 0
- c) Are other teachers using electronic career information to support students eg. *myfuture* website? y 42 n 15
- d) Careers advisers attending workshops on how to utilise DET email and the portal:
- | | |
|----------------------------|---|
| 22 With their school staff | 5 In a dedicated workshop with other careers advisers |
| 29 None | 7 Other |

Schools effectively managing the distribution and use of relevant career and transition resources available to students

- e) How do your schools manage the distribution and use of career and transition resources for students?
- | | |
|--|-----------------------|
| 30 Electronic email distribution lists | 35 Library/IRC |
| 50 Parent/Carer Newsletter | 39 Careers Newsletter |
| 51 Careers Resource Centre | 53 Noticeboards |
| 25 Other | |

A team approach to manage a whole school effort to coordinate career development programs for students.

- f) Did your school attend a Career and Transition Team professional development day in 2008? y 22 n 35
- g) Does your school have a team of people dedicated to coordinate career development programs? y 33 n 24
- h) Summary of the team members in your schools
Principals, Deputy Principals, Faculty Head Teachers, Careers Advisers, Student support personnel such as STLD's, VET Coordinators, LCP Career and Transition personnel, school counsellors, Boys and Girls Coordinators (if positions utilised in school), appropriate Year Advisers, Beacon representatives (in schools where Beacon is operating), ESL staff
- i) Outline key achievements for teams in your region in 2008?
Indigenous ILP's Unprecedented transition of Year 10 students into either additional SWPL programs and/or casual employment post School Certificate exams. Enterprising programs extended and curriculum outcome connections strengthened and highlighted. Access to the support workshops and seminars on offer across the region. Personalisation, exploration and completion of career path plans for students
- j) Does your school use this STW report to inform future school planning? y 32 n 25
- k) If yes, How?

Across schools the STW program is recognised as a key retention and engagement strategy- this report allows schools to evaluate, prioritise successful ventures and to investigate sustainability of the programs to ensure that quality programs provide support for the students at whom the initiatives are aimed.

Comments by Region about Exploring Career Futures

Many schools utilise the idea of Career and Transition Teams under another name- however with the same outcomes. The recognition that the exploration of careers is a whole school responsibility is increasing. Regional processes summarise existing school strategies across the region which are made available to all schools to assist in planning and which allow for school personalisation of outcomes.

Strengthening Student Outcomes through Vocational Learning

Supporting teachers to identify and provide a range of opportunities for students to make explicit links to vocational and enterprise learning in all curriculum areas

Students using the Employment Related Skills Logbook and/or Logbook Online in your school

- a) Are schools using the website Logbook Online with students? y 9 n 48
- b) If yes, is it used: 2 as a replacement for the blue folder? 7 to complement the blue folder?

Students using the Employment Related Skills Logbook in your schools

Student numbers by year group	7	8	9	10	11	12
c) How many students are using the Logbook for career and transition planning? - total	10	17	2757	4958	2206	2228
d) How many students are using the Logbook for career and transition planning? - %	0.14%	0.24%	39.67%	71.59%	40.24%	45.86%
e) How many students are using the Logbook in their curriculum studies? - total	14	72	1354	2269	400	448
f) How many students are using the Logbook in their curriculum studies? - %	0.20%	1.03%	19.48%	32.76%	7.30%	9.22%
g) How many students are using the Logbook to prepare a résumé/CV ? - total	15	49	1973	4089	1509	1441
h) How many students are using the Logbook to prepare a résumé/CV ? - %	0.21%	0.70%	28.39%	59.04%	27.53%	29.66%

Teachers using the Vocational Learning in ... (KLAs)' booklets to support students in their use of the Employment Related Skills Logbook

Key Learning Area	ENG	MAT	SCI	HIS	PDHPE	TAS	LANG	CAPA
i) How many teachers are using the Logbook in their classroom?	71	48	47	78	60	71	23	37
j) How many teachers are supporting student career development through curriculum delivery?	149	147	122	146	131	167	33	99
k) How many teachers attended professional development for vocational learning in 2008?	17	24	19	31	24	99	9	21

- l) Does the careers adviser use the Logbook with students? y 44 n 13
- m) Do teachers use the Logbook with students with identified special needs? y 34 n 23

Schools providing authentic learning opportunities including work-based and community-based learning

- n) What authentic learning opportunities did your school provide for students?
- | | |
|--------------------------|-------------------------|
| 57 Work experience | 47 Work placement |
| 43 Enterprise activities | 38 Community-based work |
| 17 Shadowing | 14 Other |
- o) Identify the opportunities your school provides for students to explore and experience enterprising skills and attributes?
- | | |
|------------------------|-----------------------|
| 43 Structured programs | 51 Class activities |
| 37 Community projects | 51 Workplace learning |
| 37 Volunteering | 9 Other |

School participation in enterprising learning initiatives

- p) Are there any enterprise learning initiatives within curriculum delivery?
- Initiative / Program**

Across the Region there is an increase in enterprise learning activities which are being incorporated into curriculum delivery. KLA areas accessing enterprise learning opportunities include HSIE (Commerce), Science, CAPA, Careers Education, Work Education. The activities are facilitated by outside agencies such as ABW or in partnership such as the Lend Lease Project.

q) Are there any enterprising learning initiatives as extra curricula delivery?

Enterprise activity

There are many varied activities occurring across the regions schools including fund raising for specific purposes. All activities have a component of emphasizing the employment related skills being experienced by the students but explicitness of skill needs to be highlighted. Several activities such as the 'Coffee Den' and the Barista Bars are included in schools student leadership strategies

Schools giving students the opportunity to participate in the Real Game Series

o) Identify which Real Game students in your school participated in:

Student numbers by year group	7	8	9	10	11	12
The Make it Real Game	0	0				
The Real Game	0	121	497	601	0	0
The Be Real Game			0	0	0	0
The Get Real Game					0	0

Comments by Region about Strengthening Student Outcomes through Vocational Learning

WSR has had a strong focus on the incorporation of enterprise learning activities across KLA areas and promoting that the purpose of the activity serves to meet curriculum outcomes- positive evidence is in the variety of activities across the region. The percentages of teachers utilising vocational education resources remains static and indicates room for improvement. Online logbook to be highligh

Building Networks and Connections

Strengthening career, community and workplace learning opportunities for students through strategic connections, partnerships and networks

Schools developing community / business partnerships to support vocational learning

- a) Has the building of community / business partnerships for vocational learning been embedded in your school's strategic planning process?

y 50 n 7

- b) Identify community / business partnerships that have supported student career knowledge and understanding in your school.

50 Local Businesses	48 TAFE
50 Community organisations	47 Local Community Partnership
47 Government agencies	41 Other education and training providers
42 Other	

- c) Identify community linked activities that have supported student career and transition planning.

55 Guest speakers	49 Industry visits
55 Careers Expos	39 Enterprise activities
9 Other	

- d) Identify key groups in the community that support your students transition through and from school in their

50 Local Community Partnership	19 Links to Learning
37 Job Network	42 Youth Pathways
42 Government support agencies	16 Other

- e) Schools have a good understanding of the range of support services available from the Local Community Partnership (LCP). y 54 n 3

- f) The Local Community Partnership (LCP) supports the school in the following ways:

43 VET work placement coordination	40 Work readiness
52 Career information and activities	34 Student transition support
13 Adopt A School Program	4 None
11 Other	

Schools using networks and connections to provide students with access to careers expos, careers markets, enterprise days etc.

- g) Identify the careers expos that your students access to support their career and transition plans.

Total of students attending Careers Expos in the region 8684

Nepean Careers Forum; Cumberland Careers Expo; Indigenous Career Expos; 'Try-a-Trade; UWS Careers Expo; Northern Sydney Careers Expo; Macquarie Uni Open Day; SMH Careers Expo; TAFE Careers Open Days; Disability Employment Network Services Expo; Penrith Valley Apprenticeship Expo; Rosehill Career Expo.

- h) Identify other community events that your school accesses to support students vocational and enterprise learning.

Total students 4296

WSR VET Expo; ASX Share Market Game; Parramatta Mission luncheon; Teachers Industry Visit Opportunities; Blacktown Womens Health Expo; 'Big Day In'- localised school initiative, Parental information sessions run through LCP's; participation in local 'shows'; Careers shadowing opportunities- Taronga Zoo keepers day; Workwise conferences run through the LCP's

Parents being informed about how they can support their child's career development and transition planning

- i) Has your school actively engaged parents, carers, elders in their role to support their child's career development?

y 54 n 3

- j) If yes, how have schools actively engaged parents, carers, elders in their role to support their child's career development?

Subject Selection Interview process and information evenings, Parental Newsletters on career information; involvement of parents in Mentor programs where appropriate; parental involvement in students individualised transition plans; Parents as Career Coaches information evenings run through LCP's has been very popular as have the apprenticeship information nights. Parent / Teacher evenings.

k) Have the parents, carers, elders in your school community been informed about the purpose of the Logbook? y 33 n 24

l) What opportunities have the region's schools provided for parents/carers to be involved in career and transition support for their child?

42 Career information nights	51 Newsletters
33 Career expos	15 Industry forums
3 <i>myfuture</i> training	53 Parent interviews
50 Careers adviser access	11 Other

Schools providing careers advisers with access to professional development

m) Does the careers adviser and other career support staff participate in professional learning networks at the local, regional or state level?

50 YES Local	47 YES Regional
27 YES State	7 NO

Schools implementing workplace learning to support student's educational experience

n) In your school, which of the following outcomes does workplace learning seek to achieve?

50 Engagement with learning	55 Informed career decision making
53 Providing students with their first experience of the world of work	48 Providing students with future part-time work opportunities
48 Building students networks and connections	30 Providing students with experience in not for profit/community organisations
8 Other	

Comments by Region about Building Networks and Connections

Awareness by schools of the value of including parents in the career path planning and transition planning for their children is becoming more explicit. School initiatives are strengthened and supported by well designed, relevant and well attended events hosted through the LCP's across this region. Increasing the formal links between schools and businesses is also encouraging.

Regional Specific

The School to Work Program is delivered in a flexible manner to ensure that Regions meet the needs of students in their unique localities. Regions set key strategic outcomes within the framework of School to Work. This section enables Regions to collect extra data that aligns with their priorities for 2008.

Western Sydney

Schools accessing the Regionally Assisted Vocational Education (RAVE) program

1. Did your school access the Regionally Assisted Vocational Education (RAVE) program this year?

y 36 n 21

2. In 2008 what aspects of RAVE have best addressed your school vocational learning priorities?

19 Employment related skills workshops	27 Increased self esteem workshops
16 Targeted program support for students at risk of disengaging	11 Organisational capacity of RAVE to provide more frequent and high value student workshops amongst schools
8 Embedding of vocational learning across all Key learning Areas	2 Support for Transition Advisers

3. Please indicate below how your school will engage with RAVE in 2009:

7 Assistance for the Transition Adviser	34 Workshops to highlight boys career choices
37 Workshops to highlight girls career choices	20 Strengthening vocational learning across all Key Learning Areas
18 Indigenous student career education	16 Student Pathways Survey implementation
17 Other	

Outcomes Reflection

How effectively are the following occurring in your schools?

	Not at all true	Slightly true	About halfway true	Mostly true	True
a) Students are actively being supported to learn how to document and manage their career and transition planning.	3	3	4	24	23
b) Students are (being) trained to locate and use career information.	1	3	2	19	32
c) School practices and structures are sufficiently flexible to complement work and community-based learning	0	1	7	21	28
d) Curriculum delivery in our school provides a range of vocational learning opportunities for students	1	1	14	18	23
e) The school believes that vocational learning is contributing to improved student engagement	0	2	4	20	31
f) The whole school community is familiar with Employment Related Skills	4	3	22	15	13
g) Schools are supporting students to build and maintain a range of networks to support their career planning	0	3	8	17	29
h) The school actively includes parents in supporting the career development of students	0	0	10	20	27

Comments by Region about Outcomes Reflection

The inherent value of the STW program has always been recognised in WSR and through the ongoing professional development opportunities, there is a distinct recognition of the need for a whole school approach to vocational learning. Consequently students are engaged in various vocational learning activities that strengthen their recognition of employment related skills and parents are informed.

Highlights and Achievements

(dot points welcomed)

What were the School to Work highlights and achievements for your schools in 2008? (dot points welcomed)

An increase in SBAT opportunities across Region; Increase in VET uptake in the senior school; Strong engagement with LCP projects and initiatives that benefited students; Career Search project; the increase and maintenance of partnerships formed; the value of a whole school approach to the STW program; organisational capacity of RAVE initiative; Embedding STW outcomes in Stage 5 reporting process

What contributed to your schools overall successes and achievements in 2008? (dot points welcomed)

The work of the Transition Advisers; The raised profile of the program across the school, the subsequent understanding by staff of their role in career and transition and school flexibility is invaluable; Appropriate targeting of students for specialised programs/initiatives; Increased acceptance of, and use of technology to facilitate STW Program activities; outstanding community support

Summarise the feedback or advice your schools provided to the Region? (dot points welcomed)

Examine ways of making STW initiatives and resources appropriate to selective schools and senior campuses; Continuation of the RAVE Coordinator and the funding available to subsidise RAVE initiatives; specialised support initiatives for regions SSP's; Maintain and hopefully increase programs for refugee students; At least two professional development days per year for training/upskilling for teams

Summarise the future support your schools requested of the Region? (dot points welcomed)

Continued support for and expansion of refugee student programs; Professional development concentrating on maximising the full potential of STW log books, and potentially create models for STW log book implementation inclusive of the online logbook; sponsorship for Banango Traders; database of resources and contacts; development of resources and programs for G&T students; fostering links with LCPs

What were the School to Work highlights and achievements for your region in 2008?

The Career Search project pilot has outstanding outcomes. A very positive result was the broadening of students perceptions in their abilities and consequent career aspirations- the enthusiasm of the teachers involved was rewarding. The amalgamation of school initiatives, which were sent to schools on cd was a good base for the 08 funding application- further work on utilisation will be done on 09.

What future support would your region request from state?

Continued opportunities for initiative sharing across regions.

Identify 3-5 actions for the region in 2008 to support the improvement of the School to Work program as a result of the feedback provided in your schools reporting

in 2009 we will: * Broaden the scope for implementation of Career Search. * Develop programs and resources appropriate for GaTs at students. * Continuation of the amalgamation of school projects to share across the region. * Develop a strategy to enable continued professional development along with comprehensive resource sharing. * Expansion of Work Ed and Work Studies support.

Feedback

The following statements seek your feedback in relation to the completion of the School to Work: Creating Future Pathways Report 2008.

Please select one option for each factor.

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	N/A
The report is easy to access on-line	0	1	0	22	33	0
The instructions are clear	0	1	2	21	32	0
The report is easy to complete	1	5	4	26	20	0
The purpose of the report is clearly explained	0	4	5	21	26	0
The questions accurately reflect the key areas of the Program	0	1	11	25	19	0
Time taken to complete the report is reasonable	2	12	6	25	11	0
The report provides an opportunity for the school to reflect on achievements and future directions	0	3	9	21	23	0

Your comments:

Overall schools are embracing the electronic reporting format and utilising it as a valuable reflective tool for the initiatives that come under the STW heading. A print function for whole report might be useful. Region appreciates the collated data and school comments- the format of the report provides more specific information this year.